Essential Question(s):

1. How can I use technology as a source of information to write an informative / explanatory text about animal and plant habitats?
2. How can researching with technology help me build background knowledge?

**Enduring Understanding**: By using text and other sources of information, I can write an informative / explanatory text about animal and plant habitats. I can use the writing process, including pre-writing, drafting and or revising/editing in order to create an informative/explanatory text.

**Common Core Standards:**

**W.3.2-** [CCSS.ELA-Literacy.W.3.2.a](http://www.corestandards.org/ELA-Literacy/W/3/2/a/)  
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**W.4.2-** [CCSS.ELA-Literacy.W.4.2.a](http://www.corestandards.org/ELA-Literacy/W/4/2/a/)  
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**W.5.2-** [CCSS.ELA-Literacy.W.5.2.a](http://www.corestandards.org/ELA-Literacy/W/5/2/a/)  
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**Danielson Framework:** Domain 3: Instruction

3a Communicating with Students / 3b Using Questioning and Discussion Techniques / 3c Engaging Students in Learning /

3d Using Assessment in Instruction / 3e Demonstrating Flexibility and Responsiveness

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Common Core Standards: W.3.2, W.4.2, W.5.2** | **Essential Question(s):** How can I use technology as a source of information to write an informative / explanatory text about animal and plant habitats?  **SL: Write informative /explanatory texts in which they introduce a topic, use facts, and definitions to develop points and provide concluding statement or section.** | | | | | | | | |
| **Objectives 1:**  Students will use technology to explore various sources of information. Students will search for an understanding about what humans, plants and other animals need for survival and record their ideas | | **O2:**  SWBAT define the term habitat.  Discuss elements of a habitat.  Discuss appropriate habits for living things | | **O3:**  SWBAT Identify the characteristics of 5 major types of Habitats  Locate habitat types around the world | | **O4:**  SWBAT locate habitat types around the world.  Summarize the characteristics of 5 habitats.  Compare the characteristics of 2 habitats | **O5:**  SWBAT explain a physical adaptation.  Compare a series of adaptations of a living thing within its habitat.  Explore adaptations by predators and prey | |
| **Key Points:**  Characteristics of living things. Plant, Animal, Survival, | | **KP:** habitat, characteristics, survive, reproduce, | | **KP:** Habitat, Grasslands, Deserts, Forest (Temperate, Rainforest), Wetland, Tundra, Oceans & Lakes, | | **KP:** North, south, East, West, Equator, Characteristics | **KP:** physical, adaptation. Predators, prey | |
| **Materials**: Projector, Computer workstations, Internet access and headphones.  Index Card : 6 labeled Plant Investigator/ 6 labeled Animal investigator  http://games.noaa.gov/oscar/flipbook\_play.html | | | **M:** Poster Board, Index cards, Markers, T-chart. Internet , Projector & Computer | | **M:** Index cards, poster paper, markers, Venn Diagram, Images of Habitats, Internet, Projector & Computer | **M:** World map/Globe, Graphic Organizer. Text description on 5 habitats | | **M:** Computer & Projector, Organizational Charts, Video Clips: adaptations, predators, prey | |
| **Assessments:** Teacher Observation, Tech Journals, Pre-test: poll using polldaddy.com website | | | **A:** | | **A:** | **A:** | | **A:** | |

|  |  |  |
| --- | --- | --- |
| **Objective1:**  Students will use technology to explore various sources of information. Students will search for an understanding about what humans, plants and other animals need for survival and record their ideas  DOK:  Recall  Skill/Concept | **Opening/ Motivation**: 5min.  Students are gathered in conference circle for discussion. Teacher projects a digital timer on smart board set to 3min.  T: “We are going to take a quick poll. What are living things? When the timer beeps return to our circle. Ready Set, Go!”  Teacher, Paras and students moved to assigned stations to answer poll question. Students return to conference circle to have open discussion answering posed questions. | **Paraprofessional Responsibilities**:  Teacher will set lab computers to (polldaddy.com) poll question prior to arrival of students.  A timer is set to 3 minutes.  A word doc with web links are saved on each computer station |
| **Intro to New Materials/ Mini-Lesson**: 5min.  Teacher reviews class rules for class discussion. (Use PECs Rules Chart).  Teacher presents computer as a tool for research. Review rules for google searching: Stay focused on websites assigned. No deviating or surfing to another site off topic. Call on a student for an example-“What does this rule look like?  T: “Today we are going to explore and try to define what living things are. We will break up into groups of 2. Each group will have a Plant Investigator and an Animal Investigator”. Teacher will review group work rules. Then, We are going to answer a few questions about what we have r | **Para1:** Will redirect students who are off task. Prompt student to raise hand and participate. PECs as needed. |
| **Guided Practice**: 10min.  Teacher will demonstrate how to do an internet search. We will review group rules for a Conversation.  T: “In a conversation we want to make sure we listen and add our thoughts to the topic. We are going to model a conversation between a plant Investigator and Animal Investigator”  Teacher will post a list of web links for review on Smartboard and click. Teacher will act as a Plant Investigator and Para will act as Animal Investigator. Teacher will engage para in conversation about information that is posted. Students engage in a mock conversation about text. Teacher will demonstrate how to post information into a Tech journal using Microsoft Word.  Focus is placed on an animal on a plant image. | **Teacher:** prompt students to keep conversation focused and polite. Prompt each group member participate in discussion and Tech Journal writing |
| **Independent or Group Practice**: 20min  Students will separate into groups. Each group will be given a selection of conversation talking rules checklist and model conversations. Student will take turns reviewing web links for 10 minutes. Teacher will set timer for 10 minutes and prompt students to focus on notetaking if not started. Paras are instructed to verbally prompt the question as needed but responses must be authentic of the student. Teacher will observe and support student challenges and apparent skills during exercise. | **Para(s) and teachers will rotate** to group locations and redirect students who are off task. Paras will review instructions |
| **Closing**: 10min.  Students will gather chairs in circle and share findings. Teacher will review and observe what where each student’s challenges and apparent skills during exercise. |  |
| **Differentiation:**   1. Groups are determined socially and/or learning scaffold. 2. Visual learners with low literacy copy & paste pics to illustrate findings 3. Social learners with low literacy may copy and paste links to videos into Tech journal with one or two word notes. 4. Voice to text software to record notes or web search. | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Groups:** | **Animal Investigator / Plant Investigator** | | **Student(s):** | Groups of 2: Student A,P | | **Teacher / Para(s):** | **Para 1: Encourage students to be specific: Who is eating who? How/what is it eating? Where does it live (habitat)** | | **Procedure** | **Animal Investigator**- observes the animal and record everything it does. Where does the animal go? What does the animal do? Record info on tech journal?  **Plant Investigator**- observes the plant within its habitat and record conditions like light, moisture and soil type. What does it need for survival? Record finding on tech journal | | **Assessment:** | Pre- Test. Tech Journal, Teacher Observation | |  | |

**TECHNOLOGY DISPLAY OF INFORMATION RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **ACQUISITON OF INFORMATION FROM SOURCES** | I created a display with errors and little information about my topic. I did not use images or definitions of domain specific vocabulary. | I created a display with information about my topic and images, using less than the minimum of 5 (Blue/Green) or 10 (SA/Yellow) vocabulary words from sources. | I created a display with information about my topic and images, using 5 (Blue/Green) or 10 (SA/Yellow) vocabulary words from two sources (blue/green) or 5 sources (SA/yellow). | I created a display with information about my topic and images, using more than 5 (Blue/Green) or more than 10 (SA/Yellow) vocabulary words from more than two sources (blue/green) or more than 5 sources (SA/yellow). |
| **ORGANIZATION AND CLARITY OF DISPLAY** | I did not type and space my work appropriately, neatly, or in logical order. | I did not type my work, but it was neat and in logical order. | I typed and spaced my work appropriately, neatly, and in logical order throughout my display. | I typed and spaced my work appropriately, neatly, and in logical order, using additional tools such as boldfacing, highlighting, and varied fonts, to enhance the look of my work. |
| **PARTICIPATION IN THE WRITING**  **PROCESS** | I participated in up to two activities related to the task. I made no revisions. | I participated in 3-4 activities related to the task. I made minimal revisions of my work. | I participated in all activities related to the task, including collecting information and images from 2 media sources/forms of media (blue/green) or 5 media sources/forms of media (SA/yellow), defining and listing vocabulary words, revising my work as needed, and publishing my display. | I participated in all activities related to the task, including collecting information and images from more than 2 media sources/forms of media (blue/green) or 5 media sources/forms of media (SA/yellow), defining and listing vocabulary words, revising my work as needed, and publishing my display. |
| **PRESENTATION OF DISPLAY** | I needed a great deal of support to present my work. I lacked focus and went off-topic. | I presented my display to my teacher and peers with supports: I conveyed information clearly and I stayed on topic with minimal redirection. | I presented my display to my teacher and peers with minimal support: I waited my turn, I conveyed information clearly, and I stayed on topic. | I presented my display to my teacher and peers independently: I waited my turn, I conveyed information clearly, I stayed on topic, and I answered questions about my presentation. |

|  |  |
| --- | --- |
| http://thestreetwhereyoulive.files.wordpress.com/2011/09/talk.jpgConversation (Talking) Rules When having a Collaborative Conversation Remember… | |
| MC900304349[1] | To Speak |
| Question[1] | To Ask |
| MC900187159[1] | To Listen |
| MC900097891[1] | To Think |
| MC900311804[1] | To SHARE IDEAS |

|  |  |
| --- | --- |
| http://thestreetwhereyoulive.files.wordpress.com/2011/09/talk.jpg Conversation Checklist MC900442139%5b1%5d | |
|  | Did we Speak |
|  | Did we Ask |
|  | Did we Listen |
|  | Did we Think |
|  | Did we SHARE IDEAS? |

**Tech Journal:**

|  |  |
| --- | --- |
| Date: | Notes: |
| Plant Investigator Name:  What is the habitat? Record conditions like light, moisture and soil type. What does it need for survival? |
|  |
| Animal Investigator Name:  Where does the animal go? What does the animal do? Record info on tech journal? |
| Assessment:  Checklist, Tech Journal |

|  |  |
| --- | --- |
| Key Phrases Chart | |
| * “ May I add something to that?” * “I think……” * “I feel…….” * “Could you repeat that?” * “Hmmmm…..Let me think.” * “Let’s get back on topic” | * “I agree because….” * “Excuse me, but could you explain it another way? I am not clear. I may have missed something. * “That is a really good point!” * “I do not agree because….” * “Thank you! That was a great conversation.” |

|  |
| --- |
| **List of Websites:** |
| <http://www.bing.com/images/search?q=animal+and+plant&qpvt=animal+and+plant&qpvt=animal+and+plant&FORM=IGRE>  <https://www.google.com/search?q=plant+and+animal&biw=1536&bih=757&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiu5suL6O_LAhWK6SYKHVcwBFMQsAQIIw#imgrc=_>  <http://www.encyclopedia.com/c/2983-plants-and-animals.html>  <http://estuaries.noaa.gov/Estuarylive/VideoGallery.aspx>  <https://www.youtube.com/watch?v=TiYqwklVFi0&feature=relmfu> |